



## 2016 STUDY OF THE U.S. INSTITUTES FOR SECONDARY SCHOOL EDUCATORS

The Embassy of the United States of America in Mexico is pleased to announce the Study of United States Institutes offered by the Department of State. The Institutes will take place over the course of five weeks beginning in or after the latter part of May 2016. Three institutes for secondary educators will be offered, two with a focus on classroom teachers and the other one with a focus on administrators, teacher trainers, curriculum developers, textbook writers, and ministry of education officials, among others. Each Institute will have 20 participants and will include a four week academic residency component and a one week integrated study tour.

### GENERAL PROGRAM DESCRIPTION

1. The Study of the U.S. Institute for Secondary Educators (**Teachers**) will provide two multinational groups of 20 experienced secondary school teachers with a deeper understanding of U.S. society, education and culture - past and present. . The focus of the Institutes will be on providing content and materials for participants to develop high school level curricula about the United States. The main focus of the Institutes for teachers is on content and materials about the United States rather than teaching methods and pedagogy. To this end, the Institutes are organized around a central theme or themes in U.S. civilization. Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The program will also serve to illuminate contemporary political, social, and economic debates in American society. The four week academic residency will be complemented by a one week study tour. The aim of the study tour is to showcase the cultural, geographic, and ethnic diversity of the United States. The University of Montana will host one Institute for 20 teachers beginning in late May, 2016. The host institution of the second Institute, which will also host 20 teachers, will be announced in April 2016.

2. The Study of the U.S. Institute for Secondary Educators (**Administrators**) will provide a multinational group of 20 experienced administrators (including teacher trainers, curriculum developers, textbook writers, ministry of education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The program's theme, "Exploring Access and Equity in U.S. Education and Society" will focus on education, immigration, and civic engagement within U.S. society and culture. The Institute will include an intellectually rigorous academic residency component, meetings with regional educators and prominent community leaders, guided independent research, visits to topically relevant sites, a two-week study tour, and the completion of a research project. The Institute will be hosted by the California State University, Chico, and will take place in early June through mid-July 2016.

Prospective applicants are encouraged to visit the program's website to obtain general information about the Institutes at: <http://exchanges.state.gov/susi>.

### CANDIDATE DESCRIPTION AND QUALIFICATIONS:

- ❖ Study of the U.S. Institutes are highly competitive. Priority will be given to candidates who have firm plans to enhance, update or develop courses and/or educational materials with a U.S. studies focus or component, who have no prior or limited experience in the United States, and who have special interest in the program subject areas as demonstrated through past scholarships, accomplishments and professional duties.
- ❖ Candidates should be mid-career, typically between the ages of 30-50, highly motivated and experienced secondary school educators. The Institutes are for secondary teachers, teacher trainers, curriculum developers, textbook writers, ministry of education officials, secondary school administrators, or other related professionals with responsibility for secondary education. Ideal candidates are individuals who are seeking to introduce or enhance aspects of U.S. Studies into their curricula or to offer specialized seminars/workshops for education professionals in U.S. studies or related fields. While the candidates' scholarly and professional credentials are an important consideration, the potential impact and multiplier effect of the Institute is equally important.

- ❖ Candidates must demonstrate English language fluency: 213 CB (computer-based) TOEFL or 550 Institutional TOEFL score or equivalent levels are required. Institutes are rigorous and demanding programs; participants will be expected to handle substantial reading assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute for all participants.
- ❖ Candidates should be willing and able to fully take part in an intensive post-graduate level academic program and study tour. While senior and entry level educators are eligible applicants, first consideration will be given to mid-career professionals with little or no prior experience in the United States and to persons who are likely to be comfortable with campus life and an active program schedule.
- ❖ **Mexican citizenship.** Interested parties with dual nationalities (U.S. and Mexican) or those holding resident status in the U.S. **are ineligible.**

#### PROGRAM BENEFITS:

**Financial Provisions:** The Department of State will cover all participant costs, including: program administration, international/domestic travel and ground transportation in the United States; housing and subsistence; and book, cultural, mailing, and incidental allowances.

**Housing and meal arrangements:** Participants may be asked to share living quarters during the residency portion (four weeks) of the Institute. Private room accommodations cannot be guaranteed during the residency portion of the program. During the study tour (up to one week), participants may share a hotel room with a participant of the same gender. During the residency, housing will typically be in college or university-owned housing. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. The host institution will provide full details in pre-institute communications to participants at least six-weeks in advance of the Institute. Care will be taken to ensure that any special requirements regarding diet, daily worship, housing and medical care are satisfied.

**Health Benefits:** All participants will receive the Department of State's coverage of USD\$100,000 with a USD\$25.00 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. **Pre-existing conditions are not covered.** Information on the health benefit program may be found online at: [usdos.sevencorners.com](http://usdos.sevencorners.com)

#### PROGRAM REQUIREMENTS AND RESTRICTIONS:

All participants are expected to participate fully in the program and must attend all lectures and organized activities, and complete assigned readings. Family members and/or friends cannot accompany participants on any part of the program. Candidates should be aware that the Institutes are intensive and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program

**Health Conditions:** A physical examination is not required in order to participate in the program. It is important, however, for U.S. host universities to know in advance about any medical conditions that might require special assistance (wheelchair access, limitations on walking, etc.) or chronic conditions, such as diabetes, for which treatment may be necessary during the program. All institute programs include substantial travel, as well as day or weekend trips that may require long walks or time spent standing.

**Selection process:** Candidates selected by the U.S. Embassy will be nominated to the U.S. Department of State for final selection and approval. Nominated candidates will be notified regarding selection or non-selection in late April 2016.

**DEADLINE FOR THE THREE INSTITUTES: January 13, 2016**

If you are interested in applying, please complete and submit the enclosed application form by e-mail to: [solicitudesbecas@state.gov](mailto:solicitudesbecas@state.gov). The subject of the e-mail should be your first name, last name and the Institute you are applying to. Example: Margarita González – 2016 SUSI Secondary School Educators for Teachers (or Administrators, as appropriate.)

For questions and requests for further information please send an e-mail to: [millangc@state.gov](mailto:millangc@state.gov)



## 2016 Study of the United States Institutes for Secondary School Educators

### APPLICATION FORM

<b>A. Title of the U.S. Studies Institute you are applying to</b>
<b>B. Candidate's Full Name, exactly as it appears on passport or birth certificate</b>
Prefix:      Dr. <input type="checkbox"/> Miss <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. <input type="checkbox"/> Prof. <input type="checkbox"/>
Last Name:
First Name:
Middle Name:
<b>C. Gender</b>
Male <input type="checkbox"/> Female <input type="checkbox"/>
<b>D. Date of Birth (mm/dd/yyyy):</b>
<b>E. Birth City:</b>
<b>F. Birth Country:</b>
<b>G. Citizenship</b>
Primary:
Secondary: (if applicable)
<b>H. Country of Residency:</b>
<b>I. Medical, Physical, Dietary or other Personal Considerations:</b>

Disability:

Blind and Visual Impairments

☐

Physical Disabilities

☐

Deaf and Hearing Impairments

☐

Psychiatric Disabilities

☐

Learning Disabilities

☐

Please describe any pre-existing medical conditions, including any prescription medication you may be taking, or other dietary or personal consideration.

This will not affect the candidate's selection, but will enable the host institution to make any necessary accommodations.

### J. Candidate's Contact Information

Address:

City:

Home state or province:

Postal code:

Home country name:

e-mail:

Phone (include area code):

Cell (include area code):

Emergency contact & relationship:

Emergency contact's phone:

Emergency contact's e-mail:

### K. Current Position, Title, Institution

Public Secondary School Teacher

☐

Private Secondary School Teacher

☐

National Curriculum/Exam Developer

☐

Teacher Trainer

☐

Textbook Writer

☐

Other

☐

Title: Institution Name: Institution Country: Address: Phone (include area code):		
<b>L. Work experience, including previous positions and titles:</b>		
From:	To:	Title/Institution (Please specify if position is part-time)
<b>M. Education, Academic and Professional Training:</b>		
Please list all earned degrees and any and all current teacher qualifications you have such as certificates, licensures beginning with most recent. Degrees listed should reflect the closest U.S. equivalent.		
Degree earned: _____ Year earned: _____ (Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)		
Specialization/Institution: _____		
Degree earned: _____ Year earned: _____ (Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)		
Specialization: _____		
Degree earned: _____ Year earned: _____ (Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)		
Specialization: _____		
Degree earned: _____ Year earned: _____ (Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)		
Specialization: _____		
Degree earned: _____ Year earned: _____ (Doctorate/J.D./etc; Candidate/ABD; M.A.; Graduate Certificate; B.A.; Associates/2 yr. Degree)		
Specialization: _____		
<b>Additional Professional Training:</b>		
<b>N. Active Professional Memberships:</b>		
Active Professional Memberships independent of current professional responsibilities. These should not include university committee work or other professional duties directly related to current employment.		
Position	Title	Organization

<b>O. Publications Related to the Institute Theme (up to 10)</b>		
Please list all foreign titles in English, including whether book, chapter, journal article, newspaper article, web article, etc		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
Publication Type:	Year:	
	(Book/Edited Volume/Chapter (book)/Journal Article/Working Paper/Opinion Piece/Web Article)	
Publication Title/Publisher:		
<b>P. Previous Experience in the United States</b>		
Purpose of visit:	To:	(mm/dd/yyyy)
From:		
Description:		
Purpose of visit:	To:	(mm/dd/yyyy)
From:		
Description:		
Purpose of visit:	To:	(mm/dd/yyyy)
From:		
Description:		
<b>Q. Family/Friends Residing in the United States:</b>		
Please include city and state (Example: John Doe – Chicago, IL)		

**R. Evidence of English Fluency:**

Preferably an IB TOEFL or Institutional TOEFL score. In the event English score is not available, applicants should have the attached English proficiency evaluation form completed by a valid evaluator.

**S. Professional Responsibilities:**

Please discuss your professional responsibilities in greater detail, including research interests, administrative responsibilities (ex. curriculum design), and/or other pertinent information.

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**Current Courses Taught:**

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

Course title:

Level of student (Ph.D., M.A., Undergraduate, High School):

Classroom hours per semester:

Number of students:

Estimated percent of U.S. Studies content:

(Please copy format as needed for additional courses)

**Current Extra-Curricular/Co-Curricular Activities Leadership**

Activity:

Position/Title:

From: To: (mm/dd/yyyy)

Description of duties:

Activity:

Position/Title:

From: To: (mm/dd/yyyy)

Description of duties:

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**Other Potential Outcomes:**

Please select any likely potential professional outcomes of this program.

Update existing course

☐

Create new course

☐

Create new degree program

☐

School curriculum redesign

☐

National curriculum redesign

☐

New research project

☐

New publication	<input type="checkbox"/>	Professional promotion	<input type="checkbox"/>
Government or ministry policy	<input type="checkbox"/>	New professional organization	<input type="checkbox"/>
New institutional linkages	<input type="checkbox"/>	Raise institutional profile	<input type="checkbox"/>

**T. Personal Essay** (Limit 250 words) – **This is a critical part of the application so candidates are encouraged to document carefully.** Please discuss why you wish to participate in this program. Include how your participation in the institute will enhance your work, improve education about the United States in your community, and help achieve the “Other Potential Outcomes” you have checked above.

Please enclose the following:

- Your full CV in English, if readily available, if not in Spanish.
- A support letter from your immediate supervisor endorsing your candidacy and confirming your availability to travel if selected, as well as the Department’s or institution’s interest in developing or enhancing U.S. Studies. The letter may be written in Spanish and should be addressed to:

Office of Academic Programs  
Public Affairs Section  
U.S. Embassy  
Mexico, D. F.

Please submit your application form and accompanying documents as an e-mail attachment to: [solicitudesbecas@state.gov](mailto:solicitudesbecas@state.gov). The subject of the e-mail should be your first name, last name and the Institute you are applying to. Example: Margarita González – 2016 SUSI for Secondary Educators (Teachers or Administrators, as appropriate)

Questions or requests for further information may be sent by e-mail to: [millangc@state.gov](mailto:millangc@state.gov)

**DEADLINE: January 13, 2016**